DOCUMENT RESUME

ED 140 091 08 CE 011 560

TITLE Implementing Career Education. Nine Model Practices.
INSTITUTION California State Dept. of Education, Sacramento. Vocational Education Services.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 30p.; For related documents see CE 011 557-560
AVAILABLE FROM Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 ($0.65)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Education; *Change Strategies; Community Resources; Cooperative Programs; *Educational Change; *Educational Practice; Elementary Secondary Education; Fused Curriculum; *Group Activities; Guidance Centers; Instructional Innovation; Interdisciplinary Approach; Organizational Communication; School Community Cooperation; Surveys
IDENTIFIERS California

ABSTRACT

A study of career education was done in California to develop a conceptual model that describes the cooperative activities (intradisciplinary, interdisciplinary, multidisciplinary) within the school setting, identify promising practices that use cooperative activities to enhance the implementation of career education, and make recommendations regarding the incorporation of the results into an inservice program media presentation. A list of six factors (administrative, personnel development, community, guidance, instructional, and curriculum) used to organize and structure school programs was prepared to direct the inquiry about cooperative activities (helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a goal). Data were collected from six career education demonstration sites in southern California via a telephone interview with a site contact person followed by onsite systematic exploratory interviews with the contact person, school personnel, students and parents, and members of the business, industrial, labor, and general community. The nine promising school practices identified are curriculum legalization, communications, community resources, instructors' handbook, career guidance centers, careers fair, minisocieties, community classrooms, and construction technology. (Each practice is described and strategies for and considerations affecting implementation are discussed; six conclusions are presented; and the program factors, telephone interview form, and systematic exploratory interview form and technique are appended.) (EB)

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ED140091

Implementing Career Education

Nine Model Practices

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CE 011 560

Prepared under the direction of the
Vocational and Career Education Services Section
Career Education Unit

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This publication, funded under the provisions of the Elementary and Secondary Education Act, Title IV, and the Vocational Education Act, was edited and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, and was published by the Department, 721 Capitol Mall, Sacramento, CA 95814.

Printed by the Office of State Printing
and distributed under the provisions
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1976

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Background and Purpose of the Study

Career education is generally described as the totality of experiences through which one learns about and prepares for a career in the world of work. The infusion of career education concepts into the school setting has brought about a close examination and a description of the implementation and operational procedures relating to career education programs. From the beginning, Sidney P. Marland, Jr., Chairman, National Advisory Council on Career Education and former U.S. Commissioner of Education, called upon educators to synthesize the rather vague concept of career education. Thus, empirical observation coupled with formal research evidence led to broad definitions of career education while concommitantly related themes, objectives, and activities were being formulated. However, the actual introduction of career education ideas into established school procedures required the exploration of existing program elements to determine how these elements might facilitate achieving career education goals. It was found that further exploration was needed into ways individual schools could best utilize their available resources and program factors to implement a systematic and cohesive career education program. This report describes a variety of cooperative activities that result in the implementation of such programs.

School Resources and Program Factors

Although individual schools often have divergent characteristics and contrasting needs and interests, all schools have similar resources: students and parents, instructors, counselors, administrators, support staff, business-industry-labor community, and general community; also, facilities, equipment, and materials. Collectively, these resources form an essential set of action ingredients needed by schools to maintain and expand their education programs.

To complement these resources, schools have at their disposal at least six program factors used to organize and structure their program: administrative systems; personnel development processes; guidance components; curriculum strategies; instructional approaches, and the educational needs and concerns of the community they serve.

To initiate and sustain the career education thrust, the school must unite and put to use its accessible resources and its network of program factors. Any cooperative activities within the school setting will greatly facilitate this required unified action.

Cooperative Activities

Cooperative activities may be defined as the helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a common purpose or goal. The interrelationships resulting from cooperative activities may directly affect the growth and development of a program of career education.

Purpose of the Study

The purpose of this study was as follows:

1. To develop a conceptual model that describes the cooperative activities within the school setting
2. To identify promising practices that use cooperative activities to enhance the implementation of career education
3. To make recommendations regarding the incorporation of the results of items 1 and 2 above into a media presentation for use in career education inservice training programs

Description of the Procedures

The process used for compiling information about cooperative activities which affect career education programs included the following:

1. An advisory committee was set up with personnel from the Center for Action and Study in Education (CASE). The CASE advisory committee (Appendix A) and members of the research team (authors of this study) prepared a list of program factors (Appendix B) for use in directing the research inquiry.
2. The research team constructed two types of survey interview schedules (Appendix C):
   a. The Principal Informant Telephone Interview
   b. The Systematic Exploratory Interview
3. The California Career Education Task Force provided the names of six career education demonstration sites located in Southern California (Appendix D) whose staff might agree to participate in the study. Letters of inquiry (Appendix E) were sent to the appropriate site directors and district superintendents. Both the name of a contact person and approval to use the six sites were requested (Appendix F) and obtained.
4. Each demonstration site contact person was interviewed using the Principal Informant Telephone Interview, thereby explaining the purpose of the study and confirming the informant's understanding of his or her site's role in the research. On-site visitation was discussed, and a date was set for a meeting. A tentative schedule for identifying and interviewing secondary informants such as teachers, counselors, students, and community members was developed.
5. On-site surveys were conducted as the primary means of identifying cooperative activities. This time the Systematic Exploratory Interview was used as the main data-gathering instrument; both the principal informant and many secondary informants were surveyed using a systematic exploratory interview technique (Appendix G). Responses to interview questions in identifying the cooperative activities taking place among the various school resources were categorized by using program factors.
6. The information obtained from the on-site visitations was screened and edited for publication.

Cooperative Activities Conceptual Model

Scope of the Model

Because one of the missions of the California Career Education Task Force is to assist local school personnel in the development of a career education program, the Task Force funded several miniresearch projects designed to obtain objective information from the field. The study focuses primarily on one aspect of the implementation of career education: the modification of the existing structure to bring about implementation of the program. Specifically, the study seeks to uncover promising practices in cooperative activities that educators have initiated which complement, supplement, or supplant the structure, process, and content of the existing system.

The survival of an innovation is one measure of its success. Career education, like many other innovative programs, will be measured by that criterion. The identification and description of cooperative activities in this study are therefore designed to facilitate educators' plans for and implementation of career education and thus ensure its survival.

The Model

In the following examination of the concept of cooperative activities, the description of these activities and their related interactions are illustrative rather than comprehensive.

Intradisciplinary Activities

Intradisciplinary activities that occur within a branch of knowledge or learning in a single institution are as follows:

1. Interactions between the individual instructor and his or her subject matter or course content
2. Interactions between individual instructors, between an instructor and a group of instructors, or between groups of instructors who teach the same subject matter or course content

Interdisciplinary Activities

Interdisciplinary activities that occur between or among branches of knowledge or learning in a single institution are as follows:

1. Interactions between individual instructors, between an instructor and a group of instructors, or between groups of instructors from different subject matter or course content areas
2. Interactions between different levels of educators; e.g., instructors, counselors, administrators, school staff

Multidisciplinary Activities

Multidisciplinary activities that occur among a combination of many branches of knowledge and learning and not limited to one institution are as follows:

1. Interactions between different levels of educators engaged in intradistrict and interdistrict activities
2. Interactions between different levels of educators and students, parents, the business-industry-labor community, and the general public

Promising Practices Which Use Cooperative Activities

As schools concern themselves more systematically with implementation and operational procedures relating to career education and with the strategies necessary to achieve career education, it becomes vital that a base of evidence be established for reference. The observation and description of promising practices occurring in schools that have career education programs in operation will contribute to such a base. This section describes practices, strategies, and considerations observed at existing career education demonstration sites.

Selection Criteria for Practices

The criteria used for the selection of promising practices for this study are as follows:

1. The practices must be observable in school settings where career education objectives are presently being met.
2. The practices must be fully operational or previously implemented; they must not be in the process of emerging.
3. The practices must have been implemented by using the available school resources and program factors.
4. The practices must be usable for stimulating the development of future programs.

Limitations of Practices

Some of the limitations of the promising practices are as follows:

1. The practices selected to illustrate cooperative activities may not be applicable to all school settings and therefore may need modification to fit a school's needs.
2. Some of the promising practices represent a combination of similar activities occurring in two or more demonstration sites and were selected to provide adequate illustration. Thus, the potential for implementing these practices may be affected.
3. The intensity and scope of cooperative activities are affected by the maturity of the total school system.

Format of Practices

Each of the promising practices in this section is described in the following format. First, a description is given of each practice in which cooperation occurs. Next, a report is given on the interactions that occur as part of the implementation process for each practice. Finally, a listing is given of the factors that should be taken into account when planning strategies for implementation of a practice.

Practice One: Curriculum Legalization

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

Curriculum legalization is designed as a means of infusing career education into the regular curriculum by showing the instructor the relationship and relevance of his or her existing course content and performance objectives to career application. This practice opens up an approach that leads to a closer relationship between the instructor's subject matter objectives and the career education objectives applicable to his or her curriculum. Thus, instructors are able to develop career information on related occupations, career preparation, education requirements for various occupations, the labor market, and occupational tasks that relate to their particular subject matter.

The uniqueness of this practice is in the process of legalization that occurs in conjunction with the infusion of career education. After the instructors develop course outlines, including career education objectives, these outlines are combined at the

district level to produce a district model which reflects accurately the performance objectives the instructors are using. The curriculum model is the district's formal statement of intended instructional outcomes for all disciplines. Thus, career education is "legalized" because it is being made a part of the official district curriculum statement.

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. The inservice training for all administrators, instructors, and counselors emphasizes career education teaching techniques, development of curriculum, demonstration of how career education curriculum deals with employment in the world of work, and guidance techniques for showing students how the skills they learn in school apply to the work world. The principal methods used for inservice training are workshops, demonstrations, and group discussions which focus on interaction among the various participants.
2. Starter kits developed by the district staff provide instructors with a number of career education objectives (150 to 300) which state student outcomes and suggest activities for achieving the objectives. The kits serve to stimulate and facilitate the interaction between the instructor and his or her course content or subject matter.
3. Task force leaders are selected from each school in the district to serve as heads of cadre groups of educators from a variety of disciplines. These cadre groups are composed of instructors who are knowledgeable about methods of infusing career education into existing course outlines and classroom activities; they also serve as resource persons for other instructors. Task force leaders are communication links between the cadre groups and the district staff. In addition, they provide leadership for interdisciplinary career education activities.
4. Curriculum study groups for each discipline taught within the school review course outlines and objectives (including career education objectives) developed by the instructors. This interdisciplinary activity leads to the referral of final, approved course outlines to a Curriculum Development Advisory Board (CDAB) at the district level, which also reviews the materials and ultimately compiles them into a district curriculum model. The CDAB is composed of principals, instructors, and counselors from all levels as well as district personnel whose multidisciplinary actions result in a district commitment to career education.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. Inservice training in career education for administrators, instructors, and counselors should be an ongoing program not limited to curriculum development.
2. Staff incentives such as additional wages or release time may be desirable when a considerable amount of extra work is required of task force leaders, cadre groups, curriculum study groups, or CDAB members.
3. Attitudes may be improved if instructors can be made aware of the fact that they have previously implemented many of the objectives classified as career related.

Practice Two: Communications

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

During the planning stages and after career education has been initially infused into the regular curriculum, it is essential that a communication system be established that will open and keep open the channels of understanding among school and community personnel. This practice consists of information networks and services that keep all participants well informed about all program developments.

The dissemination of career education information requires a communication network that includes any or all of the following:

1. Community information meetings in which career education project leaders describe to the community representatives the ongoing program as well as plans for future expansion
2. A career education newsletter distributed among instructors, counselors, administrators, and school staff, describing activities that are occurring, plans for future events, available resources, and special ideas for improvement of programs (This publication can also be distributed among parents and the community at large.)

3. Special interest items, concerning career education, published in local newspapers and broadcast on radio and television

Strategies for Implementation

This practice utilizes personnel responsible for the coordination, collection, and selection of appropriate channels of communication (media selection), and for the dissemination of career education information related to the school setting.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. Where communication networks already exist, it may be desirable to use these networks rather than to create new ones. Not only does this method preclude the unnecessary expense of duplication, but it also takes advantage of an already established audience.
2. Care should be taken that formal communication networks do not eliminate or overshadow informal channels through which information may be reliably disseminated, such as simple face-to-face conversations.

Practice Three: Community Resources

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

Descriptive anecdotal records of career education classroom activities should be written by the instructors and compiled into a manageable handbook. The descriptions, which are not to exceed one page in length, can be in narrative or outline form and should include the following elements: the instructor's name; the activity or concept that was used; the cooperative interrelationships involved; the implementation procedure; the resources and materials utilized; and a report of the activity's outcome.

Copies of the handbook should be distributed to all instructors for use as a resource for searching out ideas to implement career education in their classrooms. In addition, the handbook provides an overview of the total institutional career education program, describing actual operational activities rather than mere conceptual models of intended outcomes.

Description of the Practice

This practice describes two types of resource brochures developed to make the community more accessible to instructors who are implementing a community-based career education program. The first brochure contains a directory of employers and the services they can provide, such as speakers, media presentations, on-site visitations, individual counseling to students, and student observation in the employer's place of business. All services are further delineated by occupational classification, including agriculture, business, creative arts, engineering, health, manufacturing, merchandising, office, science, services, and trade and technical.

The second brochure serves as a tour guide to community resources for the specific purpose of student visitations. In addition to a list of businesses and industries, this brochure contains an outline of procedures for instructors to follow when making arrangements for a tour and for planning the tour itinerary with students. The brochure also provides the field trip sample forms which the school district requires instructors to fill out when planning such a trip. Community resources are listed by career clusters, and the following information is specified for each resource: location of the resource; contact person; reservations required; days to visit; hours to visit; time needed for tour; classroom speaker contact; description of tour; maximum size of group permitted; grade level; guide needed; special instructions; restroom facilities; lunch facilities; and any additional information.

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. A committee composed of educators and representatives of business-industry-labor is formed to assume the responsibility for developing a plan for obtaining the necessary information. This interdisciplinary activity can result in the production of a questionnaire which is subsequently sent to business, industry, and professional organizations, whose cooperation and assistance is requested.
2. The affirmative responses to the questionnaire are compiled into the published brochure directory.
3. Dissemination is facilitated by a description of the brochure and its use during an inservice or staff meeting.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. Part of the instructor's task when utilizing community resources is to assist students in being courteous guests or hosts and to prepare them to ask appropriate questions.
2. The generosity of the business-industry-labor community should not be abused. Instructors should refrain from making undue requests or overusing a resource.

Practice Four: Instructors' Handbook

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. Prior to inservice training sessions, the instructors should be encouraged to recall career education activities that they have successfully implemented in their classrooms.
2. An inservice training session should be held in which two or three instructors are encouraged to give verbal descriptions of such activities. Other participating instructors should be asked to write their own career education experiences in any one of the acceptable formats. Adequate time should be allowed so that every participant can complete at least one such description. The instructors should be informed that all activity experiences contributed by them will be compiled into a handbook, and that these experiences will serve as a resource to which others will refer.
3. All contributions should be typed, edited, replicated, and assembled into a handbook. This handbook should then be distributed to appropriate school personnel.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. Career education must have been infused into the regular curriculum well in advance of the inservice training session so that all instructors have had time to experiment with several activities and have been enabled to evaluate the effectiveness of each activity.
2. The success of this interdisciplinary activity depends on the degree of motivation with which the instructors have been infused. The personnel conducting the inservice training session must generate enough enthusiasm to motivate all participating instructors.

Practice Five: Career Guidance Centers

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

Career guidance centers are a primary factor in the guidance component of career education in elementary, intermediate, secondary, and post-secondary schools. These centers provide instructors, counselors, and administrators with career education curriculum materials. Furthermore, they afford students the opportunity to (1) become aware of available career planning information about both education and work; (2) explore and investigate careers so that they can make career choices based upon their interests and abilities and the opportunities that are or will be waiting; (3) become aware of "career clusters" and the job opportunities within each cluster; and (4) plan realistic educational programs that will prepare them to enter the world of work with developed skills, knowledge, and experience.

The use of guidance centers can be either part of the regular study program or a student option. However, all students should be encouraged to take advantage of the centers' resources to increase their awareness of the world of work.

The career guidance centers contain information about the centers, information on occupational choices available, and information on occupational preparation. This information is presented in many forms, including books, brochures, pamphlets, filmstrips, videotape productions, and tape-recorded interviews. Talks by guest speakers from various occupations and study trips to actual job sites are other ways in which students can acquire information

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. The location of adequate space that can be used for a career guidance center is the major strategy in developing this practice. This can be accomplished cooperatively in a number of

ways. An existing room within a school may be remodeled to accommodate the special needs of a guidance center; shelves may be added, carpet installed, audiovisual equipment purchased, electrical outlets installed, and so forth. If there are no empty rooms within a school, a corner of a library may be sectioned off. A multidisciplinary approach may also be used in which several schools within a district combine efforts to furnish a centrally located guidance center and/or a mobile center that can be shared during the school year.

2. Selection of a competent guidance center technician is essential to a smoothly running center. This technician gathers, organizes, and updates information of all types, including descriptive materials, films, community resources, and guest speakers. He or she acts as a resource consultant to the counseling staff, assists students when needed, aids instructors with career education activities while encouraging them to make use of the center, and makes presentations to community members. These activities are all examples of interdisciplinary cooperation among school staff, students, and the community. In some settings, the technician also serves as a full-time career counselor, who acts as a liaison agent with counselors, instructors, and parents while providing vocational guidance to individual students.
3. To make the most effective use of a center, counselors, instructors, and the center technician should develop a profile card on each student who uses the center. Profile cards should contain such information as the student's present status, interests, aptitudes, strengths and weaknesses, work experience, test results, career choices, and plans after graduation, and the counselor's recommendations. At the secondary level, the information on the profile card is used as the basis for a home counseling session in which the counselor, the student, and his or her parents assess career plans and options available to the student.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. The implementation of a career guidance center requires the total commitment of school counselors to the infusion of a career education program. Without this commitment, the guidance component of the center will not thrive.
2. Staff inservice education should be planned for early in the school year to provide instructors with an awareness of the benefits derived from using a career guidance center. This inservice education should include sufficient time for each instructor to familiarize himself or herself with all guidance center services.

Practice Six: Careers Fair

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

A community/school-sponsored careers fair is designed to produce awareness of education and job opportunities for students of all ages. Much of today's career education literature attempts to define a possible range of careers from which the student can choose a career. However, more direct exposure to occupational information in the form of exhibits by schools, colleges, regional occupational programs, business-industry-labor, and government services can provide a number of outcomes. Some examples are as follows:

1. Students and adults are encouraged to think about present and future employment opportunities.
2. Further interest is cultivated in the enrollment of students in programs designed to prepare them for the working world.
3. The general public is provided an opportunity to become aware of the wide variety of vocational and career education programs available to both youths and adults.
4. The business-industry-labor community is encouraged to become more closely involved with educators to ensure a mutual understanding of the structure and nature of the work world. This involvement will help explain to students the educational and occupational preparation required for entrance into a career in business, industry, or labor.
5. Educators and students are made to realize that career planning can become an informational, experiential, and decision-making process which serves as a way of preparing for change.
6. Educators and persons in the community gain an understanding of their own unique re-

sources as they relate them to career education.

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. A group of concerned educators from several school districts, who realize that many students and adults are not aware of the vast selection of occupational opportunities available to them, initiate a response to remedy the situation by outlining steps to facilitate the processes and programs needed in planning a careers fair.
2. The educators' main thrust in initiating these processes and programs is the formation of a career education leadership council composed of representatives from education, business-industry-labor, government services, and the community-at-large. The multidisciplinary activities of this council will result in the organization and execution of a careers fair that offers a wide range of information and new experiences in the worlds of both education and work.
3. As a means of creating an awareness of the availability of jobs within a single occupational field, exhibits are set up, based on the concept of career clusters. Examples of possible major exhibit areas include: industry, public service, personnel and product services and arts.
4. Widespread dissemination of the information contained in the exhibits is achieved by busing groups of students to the site of the careers fair. The strategy of exposing large numbers of persons to the information has the effect of group counseling.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. Because of its complexity and far-reaching effects, the planning for a careers fair is a multidisciplinary activity which can involve educators from several districts. Such an undertaking is generally too vast to be handled adequately by a single institution or even a single district of limited size and resources.
2. Financing a careers fair should be a cooperative effort on the part of all districts involved in the planning, reinforced by contributions from business, industry, labor, and the general community.
3. The fair should operate during a season and on the days and at the times which will encourage maximum attendance by a majority of the people living, studying, and working in the vicinity.
4. Admission to the fair should be free.

Practice Seven: Minisocieties

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

Children in kindergarten through grade eight are given the opportunity to experience life in the consumer world by participating in minisocieties. Each minisociety is organized in a way that is appropriate to the individual classroom; one classroom may utilize existing class officers while another may hold elections for a city government consisting of a mayor, a city council, a treasurer, and judiciaries. Businesses are established in each "town"; and students learn how to apply for a job, to fill out applications, and to be interviewed. Contracts are made with the business "owners" of a real estate firm, a drinking faucet company, a pencil sharpener service, an arts and crafts business, a light and power company, a custodial services business, and various other school-related businesses such as paper graders, a supplier of classroom materials, a sign service company, the "town" newspaper, a tutoring service company, and a bank. Money management, checking-account use, credit use, and consumer buying are all integral parts of a minisociety program.

This program provides a learning-activities-package approach which allows for both large- and small-group instruction, as well as minicourses in career-related subjects. In addition, it offers the use of ungraded curriculum and provides for the development of an exploratory work experience through which students are introduced to existing work opportunities designed to make them inquisitive about what they must do to prepare for job entry.

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. The success of this interdisciplinary practice depends on the motivation of instructors to assume leadership and responsibility for a classroom-based minisociety. Many instructors find that this package approach is consistent with their style of teaching.

2. The practice needs very little special equipment. However, the career education project director can support the instructors by assisting them with job descriptions, application forms, job-reference forms, written examinations for jobs, employment interviews, and such banking materials as simulated currency, charge cards, checks, account cards, signature cards, loan applications, statements, balance reports, and budgets.
3. Once the minisociety becomes established, students should assume the responsibility for decision making and planning, and the instructor should assume his or her role as a resource person to the students.
4. The experienced minisociety instructor also becomes a resource to other instructors who want assistance in implementing such a minisociety in their own classrooms.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. The actual implementation of a minisociety in a classroom should be limited to a specified time period, such as two hours per week. However, instruction in skills needed to operate effectively in a minisociety can be incorporated into a regular classroom curriculum. For example, math periods may be devoted to banking skills such as writing checks and balancing checkbooks, figuring interest rates, and investing money.
2. When two or more minisocietics are established in the same school, it is possible to set up visitations and allow students to conduct "intertown" business.
3. Instructors need to be well organized and flexible. They should also accept the fact that it is imperative for students to be allowed to make their own decisions.

Practice Eight: Community Classrooms

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

This practice utilizes the "community classroom" concept, in which students are exposed to learning experiences in business, labor, and industry to provide them with an opportunity to receive occupational and career preparation. Secondary-school-age students and adults can become involved in practical exploratory work which helps them develop marketable skills and satisfactory work habits for obtaining full- or part-time employment. Courses also provide entry-level skills for furthering their education at community colleges.

Community classes are held near local stores or in shopping centers. The close contact with business-industry-labor gives employers a chance to be of service to the educational system as well as to the community by providing students with an opportunity to learn skills that will make them more employable. In addition, students receive supervised on-the-job training, thus increasing their employment opportunities.

By means of a number of program and information tapes made available to them by telephone, students are able to explore in some depth the careers that are interesting to them. By evaluating a variety of occupational possibilities through this "dial-a-career" aid, a potential community-classroom student can make his or her career selection with maximum awareness of the responsibilities and benefits involved.

Community classes also provide elementary and intermediate school students with the opportunity to develop awareness of careers through visitations to the classrooms where on-the-job training is occurring. Career awareness, career orientation, and career exploration are all facilitated by direct exposure to a variety of careers and occupations.

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. The initial responsibility for establishing multidisciplinary cooperation between educators and representatives of business-industry-labor must be assumed by someone who has the knowledge and capability to coordinate all aspects of the program.
2. The classrooms must be established adjacent to, or in close proximity to, cooperating businesses and industries to facilitate exposure to occupations or on-the-job training.
3. The courses offered should encompass a broad range of occupations and careers, including, but not limited to, air conditioning, banking, cosmetology, fire science, keypunch operations, motorcycle and small-engine repair, and truck driving.
4. Awareness of the program's existence can be generated among students, parents, and the

community through word-of-mouth advertising and student-to-student communication.
5. The achievements of successful graduates should be publicized.
6. Awareness and orientation opportunities for all students should be developed and offered before they are eligible to enter the community-classroom program.
7. Space, rent, transportation, and facilities are important fiscal and program items that should be taken into consideration before this practice is implemented.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. Community classes should introduce students to work habits that will improve their employability prospects. In addition to giving students job skills, instructors should emphasize the importance of being punctual, dressing appropriately, dealing with the public effectively, and cooperating with co-workers.
2. Instructors and students must be made aware of their role in the enhancement of school-community relations through their participation in this program.

Practice Nine: Construction Technology

A description of the practice, strategies for implementation of the practice, and considerations affecting implementation of the practice are given in the following subsections.

Description of the Practice

This practice culminates in the construction of a functional house by secondary students. The house is built on campus over a period of two school years in a construction technology course. After the house is completed, it is auctioned off and moved to the purchaser's site. Funds received from the sale of the house are used to pay the costs of the construction materials as well as part of the instructor's salary.

A course in construction technology serves as the hub for career education activities in other courses in the secondary school, such as drafting, mathematics, home economics, and English. It also serves as the hub for district activities as evidenced by the interactions between the secondary and elementary students and between the secondary and intermediate students.

Tools and materials obtained from the high school are placed in a van, which is used as a portable classroom for elementary school students to learn how to use simple tools. The van is also used to transport materials to the intermediate schools, where students in industrial arts classes can build such items as cabinets, shelves, and vanities. These items are eventually installed in the house built by the secondary students.

An overall objective of the course in construction technology is to produce in students an awareness of the variety of occupations that exist within the construction industry and the training required for each occupation. At all levels of the course, students receive both classroom instruction and practical laboratory experience on the construction site.

Strategies for Implementation

Strategies for implementation of the practice are as follows:

1. Implementation of this course depends upon the active participation of the business-industry-labor community and the general community. Community members participate in multidisciplinary activities as (1) members of an advisory committee composed of experts in the field of construction who assume responsibility for planning the house, financing its construction, and supplying the resource people to teach construction-related areas; and (2) community-based resource people who provide instruction in the responsibilities of a building inspector, a safety inspector, a doctor, a trade journeyman of each trade encountered, an apprentice, a member of management, a member of organized labor, and a banker or financier.
2. Cooperation and commitment to the construction technology course by all secondary school personnel directly involved are secured through inservice cooperative planning sessions. Because of the nature of the course in construction, the staff must be offered special classes in architectural drafting, practical mathematics, interior decorating, and the location and use of appropriate reference materials. The construction technology instructor is responsible for the interdisciplinary activities among these various departments.
3. Students are recruited for the construction technology class by the course instructor with the assistance of other instructors, counselors, and the director of career education departments. During the first year, the students receive extensive counseling and guidance to

help them make rational occupational choices. To participate in the course a second year, students should make written application to the construction technology instructor.

Considerations Affecting Implementation

Considerations affecting implementation of the practice are as follows:

1. Where official sanction is required, approvals by the board of education, the county, state, and city regulating agencies, and the labor unions must be secured prior to implementation of the segments of this practice.
2. Financial arrangements for this practice require close scrutiny by project leaders to prevent additional district expense.

Conclusions

On the basis of the responses of principal and secondary informants to the systematic exploratory interviews and the observations made by the project research team, it is possible to assume that cooperative activities do enhance the implementation of career education in many instances. More specifically, the results of this study indicate the following:

1. Development of a coordinated system for implementing career education appears to be dependent upon an organizational structure in which interaction, cooperation, and communication must occur as an integral part of that system (maturity).
2. Inservice training of school personnel appears to be a necessary component for developing successful cooperation among such personnel.
3. A more positive and success-oriented program usually results when instructors, counselors, administrators, and school staff have been heavily influenced by intradisciplinary and interdisciplinary cooperation.
4. Multidisciplinary cooperation among educators, the business-industry-labor community, and the general community appears to be essential to the success of career education programs. The greater the support of each of these resources, the greater the chances for the success of the program.
5. The utilization of cooperative activities in implementing career education serves to break down rigid departmentalization, which results in the increase of resources available to individual instructors.
6. Cooperation on all three disciplinary levels produces a more comprehensive approach to career education because of the involvement, articulation, and legitimization that results.

Appendix A

CASE Advisory Committee

The Center for Action and Study in Education (CASE) is a nonprofit organization whose primary intent is to engage in research, development, and other assistance to educators. The CASE organization consists of 17 professional educators with broad experience and knowledge at many levels of education.

A CASE advisory committee met with the project research team on July 8 and 9, 1974, at the University of California, Los Angeles, for the purpose of developing a list of program factors to be used in the research project. Members of this CASE advisory committee were as follows:

Ralph Bregman
University of California, Los Angeles
Graduate School of Education
Moore Hall, Room 123
405 Hilgard Avenue
Los Angeles, California 90024

Lloyd M. McCollough
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Gregory S. Ohanneson
Office of the Santa Clara County Superintendent of Schools
45 Santa Teresa
San Jose, California 95110

Linda L. Phillips
University of California, Los Angeles
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405 Hilgard Avenue
Los Angeles, California 90024

Anthony J. Pitale
Chaffey Community College
5885 Haven Avenue
Alta Loma, California 91701

Frances B. Russell
Los Angeles County Regional Occupational Program
9300 East Imperial Highway
Downey, California 90242

Frank M. Santoro
Rhode Island State Department of Education
Providence, Rhode Island 02908

Robert D. Sartin
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Division of Vocational Education
Moore Hall, Room 123
405 Hilgard Avenue
Los Angeles, California 90024

Patrick J. Weagraff
Massachusetts State Department of Education
182 Tremont Avenue
Boston, Massachusetts 02108

Appendix B

Program Factors

The list of program factors prepared by the CASE advisory committee and members of the research team for use in directing the research inquiry is as follows:

Administrative Factors

Promote resource management (divert resources and reorder priorities).
Promote the development of flexible scheduling and minicourses.
Initiate a pluralistic organization through participative management, student involvement, and cooperative planning.
Seek federal, state, and local financial support by means of projects, and so forth.
Obtain management information through needs analysis, and so forth.
Initiate grading reform through criterion-referenced testing, and so forth.
Increase articulation between elementary, intermediate, secondary, and post-secondary levels in regard to careers.
Increase area planning through work with contiguous districts (mutual needs information, program supplements, and placement activities).
Promote the development of open entry/exit courses.
Initiate systematic staff development (staff incentives).
Initiate product evaluation/accountability.
Foster a systemized public information process.
Promote affirmative action (ESL-bilingual support) for all courses.
Provide transportation for outreach programs.
Use facilities planning and development to promote a more open system.
Reform graduation requirements.

Personnel Development Factors

Promote teacher internships for staff development activities.
Promote teacher team building to develop staff interaction.
Increase teacher release time to develop curriculum, course activities, and materials.
Develop a master plan for teacher inservice training and activities.
Hold regularly scheduled staff meetings with planned activities.
Develop cross-subject linkages.

Community Factors

Ensure business-industry-labor involvement through cooperative activities, advisory and planning committees, and use of resources.
Ensure parent and community involvement through cooperative activities, use of parents and community people as resource people, aides, and so forth.

Guidance Factors

Collect current, quantitative, and area-wide job data information.
Develop career guidance centers.
Promote group counseling procedures.
Determine student interests through assessments, and so forth.
Develop a counseling role for teachers.
Develop classroom activities for counselors.

Instructional Factors

Develop student incentives.
Initiate team teaching between vocational and nonvocational subject areas.
Develop and use the library as a resource center.
Develop a community-based classroom.
Strengthen the educational technology base.
Initiate role playing and simulation activities for students.

Curriculum Factors

Promote a master plan for curriculum development.
Initiate cooperative curriculum development.
Obtain program variety and options by focusing on career clusters.
Promote student career organizations.
Promote small monetary and release time awards for innovative projects.
Promote equal emphasis of general, vocational, and academic curriculums.
Focus curriculum on levels of career education (awareness, orientation, exploration, vocational education development, and preparation).
Promote student cocurricular activities.

Appendix C

Survey Interview Schedules

The Principal Informant Telephone Interview

Date: _____

Time: _____

1. Identifying information

   Name of principal informant: _____

   Title/Position: _____

   Telephone number: ( ) _____

   Name of school district: _____

   Address of school district: _____

   _____

   _____

2. Introduction

   ____ Name of Interviewer: _____

   ____ Research project sponsors

   Career Education Task Force
   California State Department of Education

   Center for Action and Study in Education
   Los Angeles, California

   Graduate School of Education
   University of California, Los Angeles

   ____ Explanation of project

   Career education is a blend of general, vocational, and academic education into a curriculum which can provide the student with educational experiences necessary to prepare him or her for economic independence and personal fulfillment. In order for career education to reach a full fruition, a number of fundamental administrative,

organizational, and educational changes occur in school systems. One very basic change is the revision, modification, adaptation, and development of cooperative activities between school resources (the instructors, counselors, administrators, and school staff; the students and their parents; the business-industry-labor community; and the general community) and school program factors (administrative systems, personnel development processes, guidance components, curriculum strategies, instructional approaches, and the actual educational needs and concerns of the community). This research project would allow for the exploration and identification of cooperative activities that occur in school systems. Cooperative activities are those helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a common purpose or goal. The interrelationships that result from these cooperative activities may serve to effect, enhance, and extend the growth and development of career education.

To identify and explore data relevant to this project, interviewers must conduct on-site visitations at school districts engaged in career education programs. School personnel, students and parents, the business-industry-labor community, and members of the general community of these selected school districts will be interviewed by means of a systematic exploratory technique. Practical and operational data collected from these interviews will be synthesized into materials which can be used by the California Career Education Task Force to develop a media presentation to be used for inservice training programs.

____Confirmation of informant's understanding of the project

____Questions

Can the informant describe the project? _____

_____

_____

Can the informant make connections between his or her program and the goals of the project? _____

_____

_____

_____

Other questions: _____

_____

_____

3. Role of the school district

____On-site visitation

Date of visit: _____
Date Hours

____Meet with principal informant

____Brief overview of district program

____Interview principal informant

____ Establish schedule for meeting with secondary informants

Name	Time of interview
_____	_____
_____	_____
_____	_____

____ Telephone on: _____ for final confirmation of on-site visitation

4. Directions to site location: _____

_____

_____

5. Closure

____ Reconfirm the date of telephone confirmation and/or on-site visitation

____ Any questions on the part of the informant

____ Thank you

The Systematic Exploratory Interview

Date: _____

Time: _____

1. Identifying information

Name of respondent: _____

____ Principal informant

____ Secondary informant

Title/position: _____

Name of school/district: _____

Address of school/district: _____

_____

_____

2. Introduction

____ Name of interviewer: _____

_____Research project sponsors

Career Education Task Force
California State Department of Education

Center for Action and Study in Education
Los Angeles, California

Graduate School of Education
University of California, Los Angeles

_____Explanation of project

_____Cooperative activities

_____Systematic exploratory interview technique

_____How the results will be used

_____Confirmation of respondent's understanding of the project

_____Questions:_____

_____

_____

3. Exploratory interview

_____Administrative factors:

Resource management
Flexible scheduling
Cooperative planning
Project monies
Needs assessment
Grading reform
Articulation
Area planning
Open entry/exit courses
Staff development
Evaluation/accountability
Public information system
ESL-bilingual support
Special transportation
Facilities planning
Graduation reform

_____

_____

_____

_____Personnel development factors:

Teacher internships
Team building
Release time
Master plan for inservice education
Staff meetings
Cross-subject linkages

_____

_____

____Community factors:

Business-industry-labor involvement
Parent and community involvement

_____

_____

____Guidance factors:

Job data information
Career guidance center
Group counseling
Student interest assessment
Counseling for teachers
Classroom for counselors

_____

_____

____Instructional factors:

Student incentives
Team teaching
Library as resource
Community-based classroom
Use of educational technology
Role playing/simulation

_____

_____

____Curriculum factors:

Master plan
Cooperative development
Use of career clusters
Student organizations
Innovative project awards
Equal emphasis curriculum
Levels of career education
Co-curricular activities

_____

_____

4. Additional remarks

_____

_____

_____

5. Closure

____Any questions on the part of the respondent?

____Thank you

Appendix D

Career Education Demonstration Sites

1. Covina-Valley Unified School District
   519 East Badillo
   Covina, California 91722

2. La Mesa-Spring Valley Elementary School District
   4750 Date Avenue
   La Mesa, California 92041

3. Ontario-Montclair Elementary School District
   950 West B Street
   Ontario, California 91761

4. Orange Unified School District
   370 North Glassell
   Orange, California 92666

5. Office of the San Diego County Superintendent of Schools
   6401 Linda Vista Road
   San Diego, California 92111

6. Santa Barbara City High School District
   720 Santa Barbara Street
   Santa Barbara, California 93101

Appendix E

Letter of Inquiry

February 11, 1975

Mr. Charles C. Brady
Project Director, Career Education
Santa Barbara High School District
720 Santa Barbara Street
Santa Barbara, California 93101

Dear Mr. Brady:

The University of California, Los Angeles and the California Career Education Task Force are engaged in a study of cooperative activities that enhance the implementation of career education programs. A cooperative activity is concerned with the interactions of all school personnel (teachers, counselors, administrators, staff, and students) and/or community members who cooperate to develop career education programs. These interactions go beyond those normally required by the school system in its daily operating procedure.

The objective of this study is to obtain accurate information about cooperative activities that are currently being employed at the elementary, intermediate, secondary and post-secondary levels. Your school district is one of six that has been selected by the Task Force and the UCLA researchers to participate in the study because of the well developed career education programs you presently have in operation. Data collected from the research will be used to develop a media presentation which the California Career Education Task Force can incorporate in its inservice training program.

The procedure to be used in researching each school includes an initial telephone interview followed by an on-site visit of your career education programs. The study will take approximately six to eight hours to complete and we anticipate that the on-site visit will take place during the month of March. The Task Force has indicated that you would be an excellent contact person. We would like your confirmation on this matter. If you are unavailable to act as the contact person, please submit the name of another individual who is familiar with your career education program and who is willing to participate in this study. Your cooperation in this endeavor will be greatly appreciated. Please complete the enclosed form indicating a contact person in your district, his or her telephone number, and the hours he or she is available. Return the completed form in the envelope provided by February 26, 1975.

Thank you for taking time from your busy schedule to consider this matter.

Sincerely,

Charles L. Phillips
Project Director

CLP:mhc

Enclosure

cc: Lowell D. Jackson, Superintendent
Santa Barbara High School District
Frank M. Santoro
California Career Education Task Force

Please complete this form and return it in the envelope provided by February 26, 1975. Thank you.

Do you wish to participate in this study? Yes _____ No _____

Name of participating school district: _____

*Name of contact person: _____

Title/position: _____

Telephone number: _____

*Most convenient time to contact (days and hours)				
Monday	Tuesday	Wednesday	Thursday	Friday

Appendix F

Demonstration Site Contact Persons

1. Covina-Valley Unified School District
   Ragene Farris, Director of Curriculum
   Martha Evans, Project Developer

2. La Mesa-Spring Valley Elementary School District
   Bill Pitts, Project Director
   Linda Cole, Guidance Consultant

3. Ontario-Montclair Elementary School District
   Norman Steinaker, Director, Career Education

4. Orange Unified School District
   Tom Schrodi, Coordinator, Secondary Education
   Don Isbell, Coordinator, Elementary Education
   Larry Johnson, Assistant Director, Career Development Education

5. Office of the San Diego County Superintendent of Schools
   Daniel Nasman, Guidance Consultant

6. Santa Barbara City High School District
   Charles Brady, Director of Career Education

Appendix G

Systematic Exploratory Interview Technique

Because the aim of this research project was to provide practical and operational data on cooperative activities that enhance career education, it had to be heavily empirical, yet at the same time theoretically sound and rigorously analytical.

The steps taken to meet these requirements were as follows. First, alternative descriptive research techniques such as case study, cross-sectional survey, document analysis, activity analysis, and exploratory interview were seriously considered in terms of the research issues. Second, the research issues were used to make the final determination of the research technique rather than the reverse. Issues such as gathering of nonstandardized data, collection of information for practical and immediate use, analysis of interaction between factors which produce change and growth, classification of factors associated with causal relationships, and effective use of researcher's and respondent's time led to the selection and development of a systematic exploratory interview technique.

Systematic Exploratory Interview Technique

The systematic exploratory interview technique is based on conducting interviews with any respondents who (in terms of the current purposes of the interviewer) are given special, nonstandardized treatment. Special, nonstandardized treatment is defined as:

1. Stressing the respondent's definition of the situation
2. Encouraging the respondent to structure the account of the situation
3. Letting the respondent introduce to a considerable extent his or her notions of what he or she regards as relevant, instead of relying upon the interviewer's notions of relevance

In standardized interviewing the investigator defines the question and the problem; he or she is only looking for answers within the bounds set by his or her presuppositions. In exploratory interviewing, as defined here, the interviewer is willing and often eager to let the respondent teach him or her all about the problem, the question, or the situation.

Another characteristic of exploratory interviewing is that an exception, a deviation, or an unusual interpretation may suggest a revision, a reinterpretation, an extension, or a new approach. In contrast, the standardized interview (a typical survey) ordinarily handles a deviation in terms of statistical significance and not substantive significance.

Function of the Exploratory Interview

The main function of the exploratory interview is to focus attention upon a given experience and its effects rather than to ask specific questions. Characteristics of this type of interview may be described as:

1. Persons interviewed are known to have participated in an uncontrolled but observed social situation.
2. The hypothetically significant elements, patterns, and total structure of this situation have been previously analyzed by the investigator.
3. On the basis of this analysis, the interviewer has fashioned an interview plan which contains a general idea of the major areas of inquiry from which pertinent data can be obtained.
4. The interview itself is focused on both subjective and objective responses of the respondent, and these responses enable the interviewer to test the validity of the data derived and ascertain unanticipated responses to the situation.

Subtleties of the Exploratory Interview

For the purposes of this project, there are two types of respondents:

1. The principal informant or contact person who:
   a. Is involved in the decision-making process.
   b. Is well informed and able to give the interviewer a picture of the norms, attitudes, and activities of the situation under investigation
   c. Has the capacity to adopt the standpoint of the interviewer
   d. Is able to make the connections between the interviewer's viewpoint and the activities within the research situation
   e. Suggests secondary informants
   f. Prepares the way for the interviewer to secure additional information
2. The secondary informants or persons are:
   a. Surrogate observers who have the ability to recollect activities relating to the research concern that have already happened or are happening, or who

can put together something that developed over a long period of time.

b. Experts (persons having the specialized knowledge or skill to interpret and evaluate the situation that they relate)

Characteristics of the Good Interviewer

The following are some of the more important characteristics of a good interviewer:

1. Concentrated attention (the interviewer hears what others have to say)
2. Ability to "shift gears" rapidly (the interviewer notes when the respondent makes what seems to be a jump in the conversation and then tries to discover how the respondent makes this transition)
3. Empathetic understanding (the interviewer is able to understand what the respondent is experiencing, to participate in his or her feelings, and to share his or her views)

Interview Variables

Some of the variables that have a bearing on the interview are:

1. The personality and skill of the interviewer
2. The interviewer's awareness of his or her self-selected identity
3. The interviewer's ability to listen to and adopt the respondent's frame of reference
4. The interviewer's background concerning the situation
5. The interviewer's freedom from undue reverence for any particular method of interviewing
6. The interviewer's feeling of freedom to make maximal use of his or her knowledge of the particular research situation facing him or her so that he or she can develop situationally relevant strategies
7. The interviewer's ability to talk in the respondent's language
8. The interviewer's use of questions which use a tactic of either neutrality or nonneutrality
9. The definition by both interviewer and respondent of the interview situation

Confidentiality

The respondent must be assured very early in the interview that his or her comments will be held in strictest confidence and that only those who have "a need to know" (the research staff) will have access to the information.

Interview and Benefits

Respondents dislike a steady flow of questions. They prefer a discussion or something which sounds like a discussion but is really a quasi monologue stimulated by understanding comments.

The respondent gets the following from the interview:

1. The opportunity to teach
2. The opportunity to tell an understanding stranger (someone who will presumably make no claims or use of the remarks to affect the speaker in the future) something in general or in detail about what the respondent has done or observed

Testing Interview Information

Before inferences can be drawn from the interview data, the interviewer must subject it to some sort of independent criticism or vigorous test. Two methods available for checking are:

1. Comparing a respondent's account of a situation with accounts given by other respondents
2. Evaluating the respondent's information in terms of its comprehensibility, plausibility, and consistency

Selected References

The systematic exploratory interview technique outlined above and used in this research study is composed of elements and technical methods found in the following source materials:

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Powdermaker, Hortense. *Stranger and Friend: The Way of the Anthropologist.* New York: W. W. Norton & Co., 1966.

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